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ABSTRACT

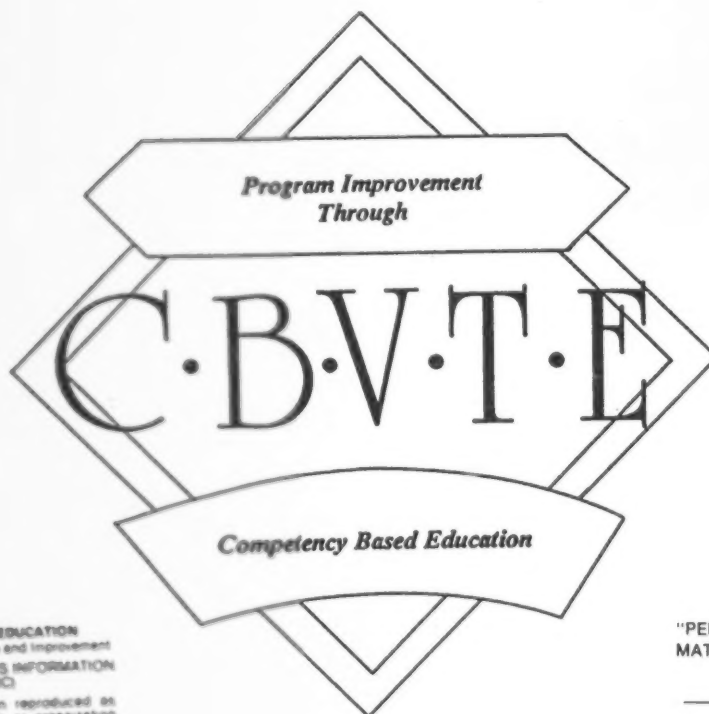
This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the first course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into eight learning outcomes. Each learning outcome is divided into one or two associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from textbook plates and homework notes, writing and transcribing shorthand outlines, taking dictation, transcribing from shorthand, and transcribing materials containing transcription errors. (YLB)

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VOCATIONAL EDUCATION CURRICULUM GUIDE

BUSINESS EDUCATION



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SHORTHAND I



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SHORTHAND I

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Preface

The concept of competency based vocational-technical education has been supported by the Bureau of Vocational, Technical and Adult Education for a number of years. Since the early 1970's, the State has sponsored the development and dissemination of numerous competency based curricula through the State Vocational Curriculum Laboratory. With the recent development of the State Master Plan for Public Education, however, the need to move rapidly toward systemwide adoption of this instructional concept in all schools is mandated by State Board of Education Policy.

According to the State Master Plan for Public Education, all instructional programs are to be learner oriented and described in terms of high quality, measurable, student centered outcomes (learning outcomes). In essence, this policy reinforces the competency-based vocational education philosophy.

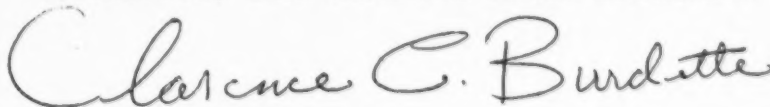
Consistent with our current efforts in encouraging the implementation of vocational education learning outcomes, we have prepared this curriculum guide to assist vocational teachers as they prepare lesson plans that are reflective of the mandated core curriculum and defensible in terms of an equitable, quality vocational program.

Additional copies of this curriculum guide may be obtained from the:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-7021
Toll Free: 1-800-WVA-JOBS (in state)

Any suggestions you have for improving this material may be sent to your Vocational Curriculum Laboratory. Through this feedback, we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION



Clarence E. Burdette
Assistant State Superintendent of Schools

Overview

The contents of this guide provide the basic curriculum components required to develop lesson plans that address the learning outcomes for this particular area of study. As such, this guide is not intended to be a complete, self-contained curriculum. Instead, the teacher is provided a number of informational items related to the learning outcomes and allowed the flexibility to design instructional activities, select resources and deliver instruction most appropriate for the learner and learning environment.

Specifically, this curriculum guide is organized in the following manner:

Units of Instruction (Where applicable)

A unit of instruction is a group or cluster of related learning outcomes that have been placed together for their similarity or main idea of task accomplishment. An example of a Unit would be Shielded Metal Arc Welding within the welding and cutting area of study.

Learning Outcomes

A learning outcome, oftentimes synonymous with a competency statement, is a concise description of the curriculum in terms of desired learner behavior. Such statements are measurable, may contain one or more tasks and be action oriented. All approved learning outcomes for vocational education have undergone a stringent verification process with input from teachers and representatives of the business and/or industrial sector.

The approved learning outcomes for a specific vocational education area of study represent the core competencies of what has been identified as a quality vocational education experience. They do not, however, represent the entire instructional program for any area of study. It is hoped that all vocational instructors and local educational agencies will provide learners with educational experiences that exceed the "core competencies" identified through the learning outcomes.

Associated Tasks

A task represents an identifiable behavior that (1) has a purpose; (2) has a definite beginning and ending; (3) contains two or more steps none of which is a restatement of the original task statement if in the psychomotor domain; and (4) has a standard of performance which can be defined, described and verified. Learning outcome statements may be on the task level or may contain two or more independent tasks.

Examples of task/behavior statements are:

1. Chase external pipe threads.
2. Bleed diesel fuel system.
3. Use common standard medical abbreviations.
4. Prepare a resume.
5. Plan food experiences suitable for young children.

Performance Standards

The Standard is defined as criteria for assessing if tasks are performed or demonstrated as either acceptable or unacceptable. The performance standard communicates to the learner the quantity and quality of how well he or she is expected to complete the task. The standard can be stated in terms such as actual percentage of achievement, the accuracy expected, the number of errors permitted, the time allowed to complete the task, the degree, or any other appropriate level at which achievement is anticipated. The standard should be based on the performance level needed on the job.

Examples of standards are:

1. The circuit board must operate within the tolerances of the circuit design.
2. The estimate must be within + or -5% of that figured by the instructor.
3. Contacts must open when more than 125% of rated current value is made to pass through the overload relay heating element or coil.
4. The installation must be complete and each conductor must be terminated according to the schematic drawing of the design.
5. The motor must carry the load without being overloaded; the directions of rotation must be correct; belt must have a deflection of between 3/8" or 1/2".

Tools, Equipment, Resources and Situation(s)

Situation(s) is defined as the limiting constraints under which actions are to occur. The circumstances or restrictions imposed on the learner when he or she is demonstrating the behavior must be defined. Frequently, the conditions identify the testing situation used to determine learner achievement of the standard. Tools and equipment are the materials needed to perform the task being addressed in each performance standard.

Performance Steps

Performance steps are a series of steps required to perform a psychomotor task. The steps (1) are arranged in the sequence ordinarily followed on the job, (2) have a concise start and close, (3) are limited to the accompanying task statement, and

(4) are self-supporting and do not refer to actions beyond the task performance. Performance steps developed for each task are used to determine the enabling objectives and steps and procedures for performance checklist(s) to be utilized in assessing learner mastery of the task.

Enabling Objectives

Enabling objectives reflect the knowledges, attitudes and related skills the learner must possess in order to complete the task to the specified standard(s). As such, enabling objectives are derived from an instructional analysis of the task and/or performance steps and are stated in measurable terms of student performance.

Terms such as "define verbally," "construct," "diagram" and "list" are used to express enabling objectives, rather than obscure verbs like "know," "learn" and "understand". Examples of acceptable enabling objectives are:

1. List verbally the parts of a voltmeter.
2. Define Ohm's Law.
3. Explain relevant safety precautions and procedures.
4. Discriminate between types of life insurance policies.

Given this information for each outcome statement, the instructor is encouraged to develop the following components for lesson planning, delivery and evaluation.

Develop Instructional Activities

Instructional activities should be designed to provide the learner with experiences related to the enabling objectives, cumulating in successful task performance. The instructional activity section of a curriculum should contain a variety of strategies designed for the learners' varying learning styles and rates.

Consideration should be given to age, ability levels, educational levels, varied learning styles, individual interests, career goals, and emotional needs when developing the instructional activities. Activities should include suggestions for large groups, small groups and individual methods. The use of small groups may help students attain the skills, knowledge and attitudes associated with each task by making them (1) feel adequate and physically competent when they lack the necessary background information and experience; (2) feel a sense of security through the reenforcement of positive group attitudes; (3) gain confidence and discover that they are an essential part

of a team engaged in the learning-teaching process; (4) learn to work without direct supervision, and (5) vary instructional routines away from lecture or other full-class methods.

Identify Appropriate Instructional Resources

Instructional resources should be identified for each instructional activity and should be designed to help convey the message of the task and enabling objective(s). Attempts should be made to utilize modern instructional technology (i.e. television, computers, video-tapes, etc.) as much as possible in delivering the message desired. However, caution is advised in limiting the suggested resource section to only one alternative; due to the differing availability of resources between like programs across the state.

Provide Instruction

Many misconceptions exist about how an individual teacher must manage the instructional process when utilizing the competency based approach. Oftentimes CBE is considered synonymous with individualized instruction, wherein the instructor becomes the instructional manager of the educational process instead of the more traditional view of the teacher. Such misconceptions have led many educators to renounce competency based education as a means by which the teacher loses control and direction over the instructional process and is relegated to merely a role of record keeper.

The underlying concept of competency based instruction, however, does not dictate specific instructional procedures and methodologies, but rather assures that those skills, knowledges and attitudes deemed essential for job success are taught, mastered to acceptable standards and documented. How this instruction is managed within the classroom, be it on a large group, small group or individualized basis should be left up to the instructor.

The content of the task itself and the enabling objectives dictate what should be taught. Thus, the instructional activities and supporting resources identified in the instructional plan must be designed to accommodate learner mastery of the subject matter. Where appropriate, this instruction may involve large group activities, smaller group participation and/or solely individualized study.

Where substantial diversity exists between ability and skill levels of the learners within a class, arrangements should be made to structure learning activities that accommodate this difference. This type of instructional arrangement is particularly crucial, given that one of the major premises of competency based instruction is that the learner be allowed to progress at his/her own pace and that this progression be based upon successful mastery of sequential competencies.

Also, another major consideration that must be given to providing competency-based instruction is the development of a mechanism whereby learners, due to prior experience or instruction, be allowed to "test out" on skills already attained without undue duplication of effort. This situation is most often addressed through the use of pretests prior to formal instruction.

*Evaluate Learner Performance

Evaluation of learner performance is one of the most critical steps in the instructional process. Criterion-referenced evaluative measures are advocated over the traditional norm-referenced approach due to the importance of all learners being able to perform to specialized standards. As such, the evaluation of learning outcomes and their related tasks should include means of assessing learner mastery of the knowledges, attitudes, and skills outlined in the enabling objectives and regarded as essential for completion of the learning outcomes/tasks, and also, learner performance of the learning outcomes/tasks to the performance standard.

In order to adequately evaluate learners, consideration must be given to constructing testing situations that address any or all of the three domains of learning encompassed within the learning outcome or task (i.e., psychomotor, cognitive, and affective).

*Note: The Bureau of Vocational, Technical and Adult Education is currently in the process or has developed comprehensive test item banks (written and performance) for a number of vocational education areas of study. For information relative to the availability of these item banks, contact the Assistant Director, Curriculum and Personnel Development.

Guide Coding System

Example: 4.2.3

- 4. - unit designation
- 2. - learning outcome under unit
- 3 - task under learning outcome

VOCATIONAL EDUCATION CURRICULUM GUIDE

SHORTHAND I

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PROGRAM OF STUDY: BUSINESS EDUCATION

AREA OF STUDY: SHORTHAND I

UNIT #1

LEARNING OUTCOME:

1.1 Read fluently from textbook plates, homework notes, and material taken from previous lessons.

TASK(S):

1.1.1 Read fluently from textbook plates.

1.1.2 Read fluently from homework notes.

TASK:

1.1.1 Read fluently from textbook plates.

PERFORMANCE STANDARD:

Given familiar shorthand plate material, student must read with meaning and without hesitation.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Shorthand textbook

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain why shorthand is a fast way of writing.
2. Describe importance of shorthand skill in the job market.
3. Demonstrate ability to recognize individual shorthand symbols.
4. Recognize brief forms and brief form derivatives.
5. List principles of joining shorthand characters to form words.
6. Demonstrate ability to spell words in shorthand.
7. Demonstrate knowledge of shorthand phrasing.
8. Read smoothly and without hesitation after repeated practice in reading plated material.

UNIT #1

LEARNING OUTCOME:

1.1 Read fluently from textbook plates, homework notes, and material taken from previous lessons.

TASK:

1.1.2 Read fluently from homework notes.

PERFORMANCE STANDARD:

Given notes from homework assignment, student must read with meaning and without hesitation.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Shorthand notebook containing homework notes

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Describe correct procedures for using shorthand notebook and for holding pen.
2. Demonstrate ability to write shorthand outlines with correct proportion and in the right direction.
3. List principles of joining shorthand outlines to form words.
4. List rules for writing word beginnings and word endings in shorthand.
5. Demonstrate ability to combine shorthand words in phrases.
6. Demonstrate ability to read shorthand plates meaningfully and rapidly.
7. Demonstrate ability to self-dictate homework assignment by reading several words from shorthand plate, then writing them in shorthand in notebook.
8. Demonstrate ability to comprehend and read own shorthand outlines.
9. Demonstrate ability to read homework notes at a speed approximately 60 percent of printed-copy reading speed.

UNIT #1

LEARNING OUTCOME:

1.2 Write and transcribe shorthand outlines from dictated theory words, brief forms, phrases, and abbreviations.

TASK:

1.2.1 Write and transcribe shorthand outlines for dictated theory words, brief forms, phrases, and abbreviations.

PERFORMANCE STANDARD:

Given 50 dictated terms, student must construct shorthand outlines that are written correctly and with good proportion. Terms shall include theory words, brief forms, brief form derivatives, phrases, and abbreviations. Student must then transcribe these outlines correctly in longhand.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictation of 50 terms, pen/pencil, shorthand notebook

PERFORMANCE STEPS:

1. Gather materials needed for dictation: notebook, pens and/or pencils.
2. Write numbers 1 through 25 down left hand edge of one sheet in shorthand notebook.
3. Write numbers 26 through 50 down left hand edge of reverse side of this sheet of paper.
4. Write shorthand outlines to the right of numbers on notebook page as words are dictated.
NOTE: Do not write any longhand while dictation is in process.
5. Transcribe each of the shorthand outlines by writing longhand in column to the right when instructed to do so.

ENABLING OBJECTIVES:

1. Hear phonetic sounds and record them in shorthand symbols.
2. Explain difference between "writing" and "drawing" shorthand outlines.
3. Demonstrate ability to construct correct shorthand outlines rapidly.
4. Use good proportion in constructing shorthand outlines.
5. Relate from memory brief forms and their derivatives until response to them is automatic.
6. Relate from memory abbreviations.
7. Use correct principles for phrasing words commonly used in sequence.
8. Demonstrate ability to read and transcribe self-written shorthand outlines.

UNIT #1

LEARNING OUTCOME:

1.3 Write and transcribe shorthand outlines of theory words, brief forms, phrases, and abbreviations from typed and handwritten materials.

TASK:

1.3.1 Write and transcribe shorthand outlines for theory words, brief forms, phrases, and abbreviations in typewritten or handwritten form.

PERFORMANCE STANDARD:

Given typed or handwritten list of 50 theory words, brief forms, phrases, and abbreviations, student must construct shorthand outlines that are written correctly and in good proportion. Student must then transcribe these outlines correctly.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Brief forms, phrases, and abbreviations, pen/pencil, shorthand notebook, typewritten or handwritten list of theory words

PERFORMANCE STEPS:

1. Gather materials needed for dictation: shorthand notebook, pens and/or pencils.
2. Write numbers from 1 through 25 down left edge of one sheet in shorthand notebook.
3. Write numbers from 26 through 50 down left edge of reverse side of this same sheet.
4. Write shorthand outlines for each of words on typewritten or hand written list.
5. Transcribe each of shorthand outlines written without using original typewritten or handwritten list.

ENABLING OBJECTIVES:

1. Demonstrate ability to write rather than draw shorthand outlines.
2. Demonstrate ability to construct correct shorthand symbols quickly and with good proportion.
3. Use correct principles of joining shorthand outlines in forming words.
4. Demonstrate automatic response to brief forms and their derivatives.
5. Relate from memory abbreviations.
6. Use correct principles for phrasing.
7. Demonstrate ability to read back accurately from dictation.

UNIT #1

LEARNING OUTCOME:

1.4 Take dictation for two to three minutes at a minimum of 60 words per minute (wpm) on previewed, new material with the textbook closed, and transcribe.

TASK(S):

1.4.1 Build dictation skill to 60 wpm for three minutes on previewed new material.

1.4.2 Transcribe in longhand the shorthand notes from dictation given at 60 wpm on previewed new material.

TASK:

1.4.1 Build dictation skill to 60 wpm for three minutes on previewed new material.

PERFORMANCE STANDARD:

Student must demonstrate ability to record dictation at 60 wpm for three minutes on new material which has been previewed.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Pen/pencil, preview of words in dictation which may cause hesitation, shorthand notebook, three minutes of dictation at 60 wpm on previewed new material, warm-up dictation at speeds from 40 wpm through 100 wpm

PERFORMANCE STEPS:

1. Practice writing preview words until able to write them correctly and fluently.
2. Take warm-up dictation.
3. Take dictation for 3 minutes on previewed new material at 60 wpm.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Review brief forms, abbreviated words, and phrases.
3. Develop increased vocabulary of shorthand outlines which can be written accurately, quickly, and without conscious direction.
4. Develop courage to construct outlines for new or unfamiliar words according to principles.
5. Reinforce automatic responses for common words used in business communications.

6. Demonstrate ability to listen to dictation, carry dictation in mind, and write dictation while continuing to listen.
7. Show evidence of poise and confidence when taking dictation.
8. Use speed building routines to build dictation speed on practiced material to 70 wpm for two minutes.
9. Use speed building routines to build dictation speed and endurance on practiced material to 70 wpm for three minutes.

UNIT #1

LEARNING OUTCOME:

1.4 Take dictation for two to three minutes at a minimum of 60 words per minutes (wpm) on previewed, new material with the textbook closed, and transcribe.

TASK:

1.4.2 Transcribe in longhand the shorthand notes from dictation given at 60 wpm on previewed, new material.

PERFORMANCE STANDARD:

Student must transcribe in longhand the shorthand notes of previewed new material dictated at 60 wpm. Student must have not more than 5 percent errors. Error count shall include words incorrectly transcribed, words omitted or added, misspelled words, and incorrect punctuation.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictionary, paper for transcribing, pen/pencil, shorthand notebook containing notes from previewed new material dictated at 60 wpm

PERFORMANCE STEPS:

1. Gather materials for transcribing.
2. Transcribe notes in longhand.
3. Check transcript for mistranscribed words, omitted or added words, spelling and/or punctuation errors.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Demonstrate ability to write legible shorthand outlines when recording previewed new material at 60 wpm.
3. Demonstrate ability to read shorthand notes fluently.
4. Demonstrate ability to spell correctly words written phonetically in shorthand.
5. Apply rules of grammar and punctuation.

UNIT #1

LEARNING OUTCOME:

1.5 Take dictation for two to three minutes at a minimum of 60 wpm on practice material with the textbook closed and transcribe.

TASK(S):

1.5.1 Take dictation for three minutes at minimum of 60 wpm on practiced material with textbook closed.

1.5.2 Transcribe in longhand dictation taken at 60 wpm on practiced material.

TASK:

1.5.1 Take dictation for three minutes at minimum of 60 wpm on practiced material with textbook closed.

PERFORMANCE STANDARD:

Student must take dictation for three minutes on practiced material dictated at rate of 60 wpm.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictation at 60 wpm of material previously written by student, pen/pencil, shorthand notebook, warm-up dictation ranging from 40 to 100 wpm

PERFORMANCE STEPS:

1. Prepare for dictation by self-dictating assigned material in textbook several times.
2. Take warmup dictation.
3. Take dictation on practiced material for three minutes at 60 wpm.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Demonstrate ability to write brief forms and their derivatives automatically.
3. Practice writing phrases and abbreviations.
4. Self-dictate assigned material from shorthand plates in textbook.
5. Use speed building routines to increase dictation speed on practiced material to 60 wpm for two minutes.
6. Use speed building routines to increase endurance on writing practiced material for three minutes at 60 wpm.

UNIT #1

LEARNING OUTCOME:

1.5 Take dictation for two to three minutes at a minimum of 60 wpm on practice material with the textbook closed and transcribe.

TASK:

1.5.2 Transcribe in longhand from shorthand notes taken on practiced material dictated for three minutes at 60 wpm.

PERFORMANCE STANDARD:

Student must transcribe in longhand from shorthand notes taken on practiced material dictated for three minutes at 60 wpm with not more than 5 percent errors. Error count shall include mistranscribed words, omissions, additions, spelling and punctuation errors.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Paper for transcribing, pen/pencil, shorthand notebook containing dictation notes

PERFORMANCE STEPS:

1. Gather materials for transcribing.
2. Transcribe in longhand from dictation notes.
3. Proofread for transcription, spelling, and punctuation errors.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Develop ability to recognize brief forms and derivatives instantly.
3. Demonstrate ability to read phrases and abbreviations.
4. Take dictation on practiced material at 60 wpm for three minutes.
5. Demonstrate ability to read dictation notes fluently.
6. Apply rules of punctuation, capitalization, and word division.

UNIT #1

LEARNING OUTCOME:

1.6 Transcribe materials from shorthand plates and homework notes in appropriate format.

TASK:

1.6.1 Transcribe on the typewriter from shorthand plates and homework notes.

PERFORMANCE STANDARD:

Given homework notes, student must transcribe for three minutes in double-spaced manuscript form on the typewriter. Transcription rate must be at least 20 wpm.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Paper, homework notebook containing notes from letters assigned, typewriter

PERFORMANCE STEPS:

1. Prepare typewriter for transcription.
2. Transcribe for three minutes from homework notes, using manuscript style.
3. Calculate transcription rate.
4. Repeat Step #2 until transcription rate is 20 wpm or more.

ENABLING OBJECTIVES:

1. Demonstrate straight-copy keyboarding speed of at least 40 wpm.
2. Describe transcription typing as process of transliteration, i.e., typing characters and spelling of alphabet different from one being read.
3. Explain problems inherent in transcription.
4. Demonstrate ability to read shorthand fluently.
5. Demonstrate ability to make decisions about spelling, capitalization, and punctuation while typing.
6. Demonstrate ability to transcribe shorthand notes in straight-copy format at rate of 20 wpm or more.

UNIT #1

LEARNING OUTCOME:

1.7 Transcribe sentences and paragraphs containing transcription errors in straight copy format using the correct application of basic transcription rules.

TASK:

1.7.1 Transcribe sentences and paragraphs at the typewriter in straight copy format. Follow basic transcription rules in supplying correct spelling, capitalization, and punctuation.

PERFORMANCE STANDARD:

Student must transcribe for three minutes from plated material and homework notes sentences and short paragraphs in straight copy format at rate of 15 wpm. The transcript must be verbatim, with no errors in spelling, punctuation, or capitalization.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, dictionary, homework notes, paper, plated material requiring transcription decision-making, typewriter

PERFORMANCE STEPS:

1. Prepare typewriter for transcribing.
2. Transcribe sentences and paragraphs in straight copy form for three minutes, making corrections while transcribing.
3. Proofread for errors in reading shorthand outlines.
4. Proofread for errors in spelling (especially homonyms), punctuation, capitalization, and keyboarding.
5. Determine transcription rate.
6. Repeat Steps #2 - 5 until able to transcribe for three minutes at 15 wpm or more with no transcription errors.

ENABLING OBJECTIVES:

1. Demonstrate straight copy keyboarding speed of at least 40 wpm.
2. Demonstrate ability to read shorthand notes fluently.
3. Demonstrate ability to make decisions regarding spelling, punctuation, and capitalization while transcribing.
4. Demonstrate ability to transcribe smoothly and fluently from shorthand notes.
5. Demonstrate ability to transcribe at rate of 15 net wpm (all errors corrected) from shorthand notes.

UNIT #1

LEARNING OUTCOME:

1.8 Transcribe business letters containing transcription errors in specified letter format using the correct application of basic transcription rules.

TASK:

1.8.1 Transcribe on typewriter business letters in specified format.

PERFORMANCE STANDARD:

Given homework notes, student must transcribe business letters in specified format at the rate of 10 wpm or more. Letters must be mailable, i.e., transcripts must be verbatim with no mistranscribed words, omitted or added words, spelling and punctuation errors, or keyboarding errors.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictionary and other reference materials, paper, pen/pencil/typewriter

PERFORMANCE STEPS:

1. Prepare typewriter for transcribing.
2. Determine correct margins for letter(s).
3. Transcribe letter(s), making corrections while transcribing.
4. Proofread for transcription and keyboarding errors.

ENABLING OBJECTIVES:

1. Demonstrate straight-copy keyboarding speed of at least 40 wpm.
2. Describe block, modified block, and simplified style letters.
3. Describe procedure for estimating length of letters from shorthand notes.
4. Explain process of determining correct margins for letter.
5. Demonstrate ability to use correct English skills--grammar, punctuation and spelling.
6. Describe correct proofreading techniques.
7. Demonstrate ability to transcribe letters in mailable copy form at the rate of at least 10 wpm.